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IMPROVING STUDENTS' MASTERY OF PASSIVE TROUGH EGRA METHOD

Dini Siti Sundari
Department of English Education, University of Kuningan, Indonesia
Email: sitisundaridini@gmail.com

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Abstract: This research aims at finding out whether or not EGRA method can improve students' mastery of passive voice in one of Public Senior High Schools in Kuningan. A quasi-experimental design was employed in this research to test the objective theories by examining the relationship between two variables. Pre-test, post-test, and questionnaire were used to collect the data. The data were then analyzed by using SPSS 20.0. Before conducting pre- and post-test, the tests were tried out to check its validity and reliability. From 60 items, it was found that 40 items were valid and reliable because the items' correlation coefficient (r_{xy}) were higher than r_{table} and their Cronbach Alpha were higher than 0.07, so the researcher used them as pretest and posttest instruments. The t-test result was 0.000 which means that it was lower than 0.05 (0.000<0.05) so that the null hypothesis is rejected and alternative hypothesis is accepted. Then, the mean score of pre-test and post-test in experimental group were significantly different (55.77 up to 81.79). To confirm the result of this research, questionnaires were used. From the questionnaire, it was found that in affective aspects, 58.9%, 64.1% and 53.8% of the students agreed with the use of EGRA method. In behavioral aspects, 33.3%, 56.4% and 43.5% of the students agreed with the use of EGRA method. While in cognitive aspects, 56.4%, 56.4%, 51.2% and 58.9% of the students agreed with the use of EGRA method. So, it can be concluded that EGRA method can improve students' mastery of passive voice.
Keywords*: EGRA method, passive voice, students*

INTRODUCTION

The existence of English as an international language becomes the important language to be mastered by all people in the world. In Indonesia, English has a role as a foreign language where it is learnt by Indonesian students after they acquire their first language and learn the second language. Formally, the learning of English as a foreign language is started when the students are in elementary school. English becomes the main subject that is compared with Indonesian language. Both English and Indonesian language are the subjects that are examined in National Examination. So, English subject is given at least four hours in a week at High School level. By this fact, the English teachers have to maximize the opportunity for teaching English to the students. But, one of the problem occurs in grammar lesson is about constructing correct passive voice. Passive voice is one of the parts in traditional grammar that forces people to master and use it well whether in a writing or utterance. According to Eckersley (1960, p. 220), "the passive voice is constructed using the

appropriate tense of the verb *to be + the past participle* of the verb." This grammar is formed to express something or someone who is acted by the subject. It cannot be denied that using the correct grammar would produce the communicative language both in a sentence and utterance. If there is a misunderstanding in producing a grammar in these languages, the communication will not be effective.

It is important that the teacher must choose interesting and appropriate techniques to minimize the difficult of learning passive voice. Students' difficulties in learning passive voice make the researcher wanted to solve it. So, the researcher collected the smallest problem to be arranged in research questions and then find another technique that seems interested to be applied in teaching passive voice. After looking for the appropriate method, the researcher found 'EGRA' method where EGRA is abbreviation from Exposure, Generalization, Reinforcement, and Application. So, the researcher chose it to be applied in improving students' mastery of passive voice.

EGRA is one of the classroom methodology that firstly introduced by High School teachers of English participating in the PKG (Pemantapan Kerja Guru) Project in Indonesia. EGRA method is developed from communicative language teaching (CLT) that encourages students to communicate meaningfully and naturally. As reported by Madya (2007), the PKG team, consists of senior teachers that had completed their Master's degrees in teaching English as a foreign/second language, introduced the learning method that involves the students to be active and learn communicatively with the teacher. The former emphasized on the acquisition of both conceptual and procedural knowledge of the EGRA procedure with the instructors play the roles as informants, exemplifiers, motivators, and guides. Relating to the characteristic of communicative language teaching, Tomlinson stated that students who focus on aspects of structure which are problematic to them can contribute to the development of their communicative competence. In these EGRA lessons, the teacher uses English throughout, so that even if the students do not significantly develop their understanding of the highlighted structure they can at least benefit from exposure to meaningful English in use. However, the students use Bahasa Indonesia in their discussions and in their generalizations to facilitate their analysis and the formulation of their conclusions.

EGRA stands for exposure, generalization, reinforcement, and application. Those stages are explained briefly below.

Exposure is a learning stage where students are subconsciously describe the meaningful use of particular structure system (Syahara, 2012). Here, the students are not aware that they are led to find the structure of sentences. This stage makes the students do like burning idea for building their confident by sharing orally in front of the class. Then, the students also will be more active and think critically.

Generalization is the stage where "the students are encouraged through tasks to discover form, meaning, or function of structure they have been exposed to. The students are also engaged to get the pattern of sentence by

themselves and it will effect of their understanding about it" (Syahara, 2012).

Reinforcement is the stage to check students' generalizations against pairs of sentences provide by the teacher.

While in application, 'the teacher can encourage the students to use their generalizations to help them to rewrite stories they has written the week before' (Tomlinson, 1990).

By giving the explanation of each stage and providing the sample activity of each stage, the researcher can conclude that every stage in EGRA makes students to be more involved in the classroom activity. As Tomlinson (1990) stated that one of the assumption of EGRA method is focusing on students' conscious attention on aspects of structure which are problematic to them that can contribute to the development of their communicative competence, provide them opportunity through discovery activities which actively involve them in analysis and application rather than through receiving information passively from a textbook or teacher.

METHOD

This research is a quantitative research by using quasi experimental method with pretest-posttest. Creswell (2012) stated that quasi-experiments contain assignment, but not random assignment of participants to groups because the researcher cannot artificially create groups for the research.

The population of this research was 303 of second grade students in a Public Senior High School in Kuningan. In selecting the sample of this research, the researcher used purposive sampling technique. Fraenkel and Wallen (2009) argue that purposive sampling is used based on researchers' judgment to select a sample that they believe according to prior information, will provide the data they need. In this research two classes were taken based on researcher's prior information to provide the intended data where sample chosen was as many as 30% from the population. Finally, two classes were selected as the sample of the research. Those classes were chosen based on the information about students' poor score test of passive voice. To gain the data, the writer administered pretest and posttest in both experimental and control groups and gave questionnaire to the students in the experimental group. In the treatment, the researcher applied EGRA method in the experimental class and traditional method in control class. For questionnaire, the researcher adapted the lists of questionnaire from Oscamp and Schultz (2005) by using *Likert* scale criteria promoted by Frankel and Wallen (2009).

To analyze the data, the researcher used SPSS 20.0 to test the normality, homogeneity, independent and dependent t-test. Then, to count the percentage of students' attitude, the researcher counted it manually.

FINDINGS AND DISCUSSION

Before the pretest and posttest instrument were given to the respondents, those tests were tested for its validity and reliability. In the research, it was found that from sixty items given to the students (each pretest and posttest consists of 30 items) there were 40 valid items (each 20 for pretest and posttest). *Pearson coefficient correlation* was used in testing the validity by comparing r_{xy} with r_{table}. If r_{xy} is higher than r_{table}, the item of test is valid. But, if r_{xy} is lower that r_{table}, the item

is not valid. The result of the validity tes is presented on Table 1 and 2.

Table 1. *The result of validity test on pretest*

No.item	r_{xy}	r_{table}	Validity	No.item	r_{xy}	r_{table}	Validity
1	0.377	0.316	Valid	16	0.200	0.316	Not Valid
2	0.030	0.316	Not Valid	17	0.229	0.316	Not Valid
3	0.413	0.316	Valid	18	0.379	0.316	Valid
4	0.628	0.316	Valid	19	0.407	0.316	Valid
5	0.530	0.316	Valid	20	0.346	0.316	Valid
6	0.367	0.316	Valid	21	0.027	0.316	Not Valid
7	0.586	0.316	Valid	22	0.228	0.316	Not Valid
8	0.190	0.316	Not Valid	23	0.254	0.316	Not Valid
9	0.343	0.316	Valid	24	0.467	0.316	Valid
10	0.391	0.316	Valid	25	0.444	0.316	Valid
11	0.369	0.316	Valid	26	0.346	0.316	Valid
12	0.341	0.316	Valid	27	0.480	0.316	Valid
13	0.464	0.316	Valid	28	0.154	0.316	Not Valid
14	0.540	0.316	Valid	29	0.461	0.316	Valid
15	0.234	0.316	Not Valid	30	0.167	0.316	Not Valid

Table 2. *The result of validity test on posttest*

No.item	r_{xy}	r_{table}	Validity	No.item	r_{xy}	r_{table}	Validity
1	0.628	0.316	Valid	16	0.200	0.316	Not Valid
2	0.586	0.316	Valid	17	0.229	0.316	Not Valid
3	0.377	0.316	Valid	18	0.540	0.316	Valid
4	0.367	0.316	Valid	19	0.407	0.316	Valid
5	0.530	0.316	Valid	20	0.379	0.316	Valid
6	0.413	0.316	Valid	21	0.341	0.316	Valid
7	0.030	0.316	Not Valid	22	0.228	0.316	Not Valid
8	0.190	0.316	Not Valid	23	0.254	0.316	Not Valid
9	0.369	0.316	Valid	24	0.346	0.316	Valid
10	0.464	0.316	Valid	25	0.461	0.316	Valid
11	0.343	0.316	Valid	26	0.467	0.316	Valid
12	0.027	0.316	Not Valid	27	0.480	0.316	Valid
13	0.391	0.316	Valid	28	0.154	0.316	Not Valid
14	0.346	0.316	Valid	29	0.444	0.316	Valid
15	0.234	0.316	Not Valid	30	0.167	0.316	Not Valid

*r_{table} is taken from the list of r_{table} distribution score with 5% and 1% level of significance

Those items of test were also reliable by using Croanbach alpha that was comparing the sig.> 0.70. Each Croanbach alpha result is shown below.

Table 3. *Reliability Statistics of Pretest*

Cronbach's Alpha	N of Items
.768	20

Table 6. *Tests of Normality on Posttest*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post_Ex	.137	39	.062	.941	39	.042
Post_Con	.137	39	.064	.920	39	.009

a. Lilliefors Significance Correction

Then, homogeneity of variance test was also done to illustrate the t-test procedure that can be used to examine the hypothesis. If the level of significance is 0.05 and the asymp.sig>0.05, the null hypothesis is accepted which means that variance data of two groups is equal and homogeneous. The result of homogeneity of variance test is presented in the table below.

Table 7. *Test of Homogeneity of Variances on Pretest*

Levene Statistic	df1	df2	Sig.
.047	1	76	.828

Table 8. *Test of Homogeneity of Variances on Posttest*

Levene Statistic	df1	df2	Sig.
.149	1	50	.701

Table 4. *Reliability Statistics of Posttest*

Cronbach's Alpha	N of Items
.782	20

The requisite of conducted t-test is that the data should be normal and homogeneous, so that the normality and homogeneity of pretest and posttest were done before doing t-test in this research. Normality distribution test was calculated to investigate whether the distribution of pre-test and posttest scores in two groups are normally distributed or not. The criterion of normal distribution is when the probability is higher than the level of significance 0.05 ($p>0.05$). Whereas, if the probability is lower than 0.05 ($p<0.05$), the distribution is not normal. The result of normality of pretest and posttest in both groups were normal as shown by Kolmogorov Smirnov's sig. that were higher than 0.05.

H_0: the score of two groups are normally distributed ($p>0.05$)
H_a: the score of two groups are not normally distributed ($p<0.05$)

Table 5. *Tests of Normality on Pre-test*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Ex	.131	39	.088	.942	39	.046
Pre_Con	.137	39	.061	.948	39	.068

a. Lilliefors Significance Correction

In table 7 and 8 above, the sig. value of homogeneity test were higher than 0.05 (0.828>0.05) and (0.701>0.05). It means that the data variance of two groups in pretest and posttest were homogeneous. After knowing that the data were normal and homogeneous, t-test can be conducted. Firstly, independent t-test was calculated to know the difference score between experimental and control group before they were given the treatment. As the result, it was found that students' passive voice mastery in the experimental and control group before the treatment were not significantly different. It was seen from the result of independent test table below.

Table 9. *Group statistics*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Students' score of pretest	experiment	39	55.77	10.421	1.669
	control	39	55.51	9.920	1.589

Table 10. *Independent samples test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' score of pretest	Equal variances assumed	.047	.828	.111	76	.912	.256	2.304	-4.332	4.845
	Equal variances not assumed			.111	75.816	.912	.256	2.304	-4.332	4.845

Table 9 shows the means score of both groups that were 55.77 of experimental class and 55.51 of control class. Then, in the table 10, the value of significance was higher than 0.05 (0.912 > 0.05). So, the null hypothesis is accepted which means that there is no significant difference of means between two groups in pretest. Then, data analysis on post test indicated that the mean score of the experimental group was higher than mean score of control group as shown in the following table.

H_0: there is no significance difference of means between two groups on post-test (sig.2 tailed>0.05)
H_a: there is significance difference of means between two groups on post-test (sig.2 tailed<0.05)

Table 11. *Group Statistics*

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Students' score of postest	Experiment	13	81.92	8.301	2.302
	Control	39	61.67	7.892	1.264

Table 12. *Independent Samples Test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' score of postest	Equal variances assumed	.149	.701	7.914	50	.000	20.256	2.559	15.116	25.397
	Equal variances not assumed			7.713	19.753	.000	20.256	2.626	14.774	25.739

In Table 11 above, the mean score of experimental group was 81.92. It was significantly different from control group which only achieved 61.67. Then, the significance value in the table 12 above is lower than 0.05 (0.000 < 0.05). This means that the null hypothesis is rejected, because the significance score of both group is lower than 0.05 and there were significant difference of means between two groups. Based on the data above, it can be concluded that students' passive voice improved after the experimental students were given the treatment through EGRA method.

For dependent t-test result, it was indicated that students' passive voice mastery in the experimental group was significantly improved. The result of dependent t-test is shown in the table below.

H_0: there is no significant difference of means between pre-test and post-test of experimental group (sig. 2 talied>0.05)

H_a: there is significant difference of means between pre-test and post-test of experimental group (sig. 2 talied<0.05)

Table 13. *Paired Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Preex	55.77	39	10.421	1.669
	Postex	81.79	39	8.310	1.331

Table 14. *Paired Samples Test*

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	Preex - Postex	-26.026	5.640	.903	-27.854	-24.197	-28.815	38	.000

Table 13 above shows that the mean of students in experimental group improved after they were given the treatment. It can be seen from the mean score of the experimental students on pretest that is 55.77 before the treatment, while the mean score of students' posttest improved becomes 81.79 after the treatment.

Then, based on the Table 14, the sig(2-tailed) value is lower than the significance level (0.000<0.05). This means that the null hypothesis is rejected and alternative hypothesis is accepted which means that there is significant difference of means between pre-test and post-test of experimental group. In other words, it can be said that EGRA method improves students' mastery of passive voice.

To know students' attitude towards the use of EGRA method, the researcher collected the data from questionnaire. This questionnaire was examined its validity and reliability by using SPSS 20.0. As the result, it was proven that all item were valid by comparing r_{xy} score was higher than r_{table}.

Besides, the questionnaire was also reliable because the score of Cronbach Alpha was higher than 0.70 that is 0.885.

Table 15. *Reliability Statistics*

Cronbach's Alpha	N of Items
.885	10

Questionnaire was used in this research to measure students' attitude towards the implementation of EGRA method in improving students' mastery of passive voice. The result of the questionnaire is presented in the following table.

Table 16. *The result of questionnaire*

Attitude Component	Statements	Answers				
		Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
Affective	1	15 38.4%	23 58.9%	1 2.5%	-	-
	2	10 25.6%	25 64.1%	4 10.2%	-	-
	3	7 17.9%	21 53.8%	10 25.6%	1 2.5%	-
Behavioral	4	11 28.2%	13 33.3%	11 28.2%	4 10.2%	-
	5	8 20.5%	22 56.4%	9 23.1%	-	-
	6	7 17.9%	17 43.5%	15 38.4%	-	-
Cognitive	7	9 23.1%	22 56.4%	8 20.5%	-	-
	8	8 20.5%	22 56.4%	8 20.5%	1 2.5%	-

	9	7 17.9%	20 51.2%	12 30.7%	-	-
	10	15 38.4%	23 58.9%	1 2.5%	-	-

Based on Table 15, attitude component especially in affective aspect shows that the students agree that they like learning passive voice by using EGRA method with percentage 58.9%. The students also agree that they feel excited when learning passive voice by using EGRA method with percentage 64.1%. Then, 53.8% of the students agree that they became fun after learning passive voice by using EGRA method.

In behavioral aspect, 33.3% of the students agree that they will follow if the teacher uses EGRA method in learning passive voice. The students agree that they will be active if the teacher teaches by using EGRA method with percentage 56.4%. Then, 43.5% of the students agree that they can use passive voice effectively after using EGRA method.

In cognitive aspect, 56.4% of the students agree that EGRA method is appropriate for learning passive voice. 56.4% of the students also agree that they feel learn effectively when the teacher using EGRA method. Then, the students agree that their mastery of passive voice improve after learning by using EGRA method with percentage 51.2%. Finally, 58.9 students agree that EGRA method can help them to understand and master all about passive voice.

CONCLUSION

Based on the result of t-test (**0.000<0.05**), it can be concluded that null hypothesis is rejected and alternative hypothesis is accepted which means that the use of EGRA method has given great influence and significantly improved students' mastery of passive voice at the second grade in one of Public Senior High Schools in Kuningan in academic year 2015-2016. This conclusion is supported by the pretest and posttest scores of the experimental group in which the students' mean score was **55.77** in pretest and improved to **81.79** on posttest. It shows the significant improvement before and after using EGRA method, so this method can be an effective method to improve students' passive voice mastery.

In addition, the students' attitude towards the use of EGRA method was also analyzed through questionnaire to confirm the result of this research. The questionnaire result shows that most of students in affective aspect **58.9%**, **64.1%** and **53.8%**, in behavioral aspect **33.3%**, **56.4%**, and **43.5%**, in cognitive aspect **56.4%**, **56.4%**, **51.2%** and **58.9%** who agree with the use of EGRA method in their passive voice material.

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